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AUTHOR Terry, Jo-Ann W.; Jacques, Edith
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ABSTRACT

The community service/continuing education (CS/CE) departments at Michigan's 29 community colleges have developed a network of joint programming in order to share and duplicate successful programs across the state. This process has been sponsored through the Michigan Community College Community Services Association (MCCCSA), which was founded in 1969 by community service professionals in Michigan to improve communication and currently includes 25 of Michigan's community colleges as active members. Among the major programs that have been developed by the colleges are: (1) the statewide Adult Foster Care training program, which has developed 13 different training curricula and, since 1978-79, has offered 260 course sections and served 4,293 participants; (2) a community college aging consortium, focusing on staff and curriculum development, program and resource sharing, and advocacy for seniors' programs; (3) the Day Care Provider Training Project, which sought to upgrade and update the child care skills of licensed home day care providers; (4) the Foster Parent Education program, which reaches 1,700 foster parents in 28 counties in Michigan; (5) small business seminars to train store management personnel in local shopping malls; and (6) a series of free unemployment conferences, focusing on career development, financial aid, and available services and retraining opportunities. The benefits of networking have included stronger programs, increased access to information, and self-generated professional development. (HB)

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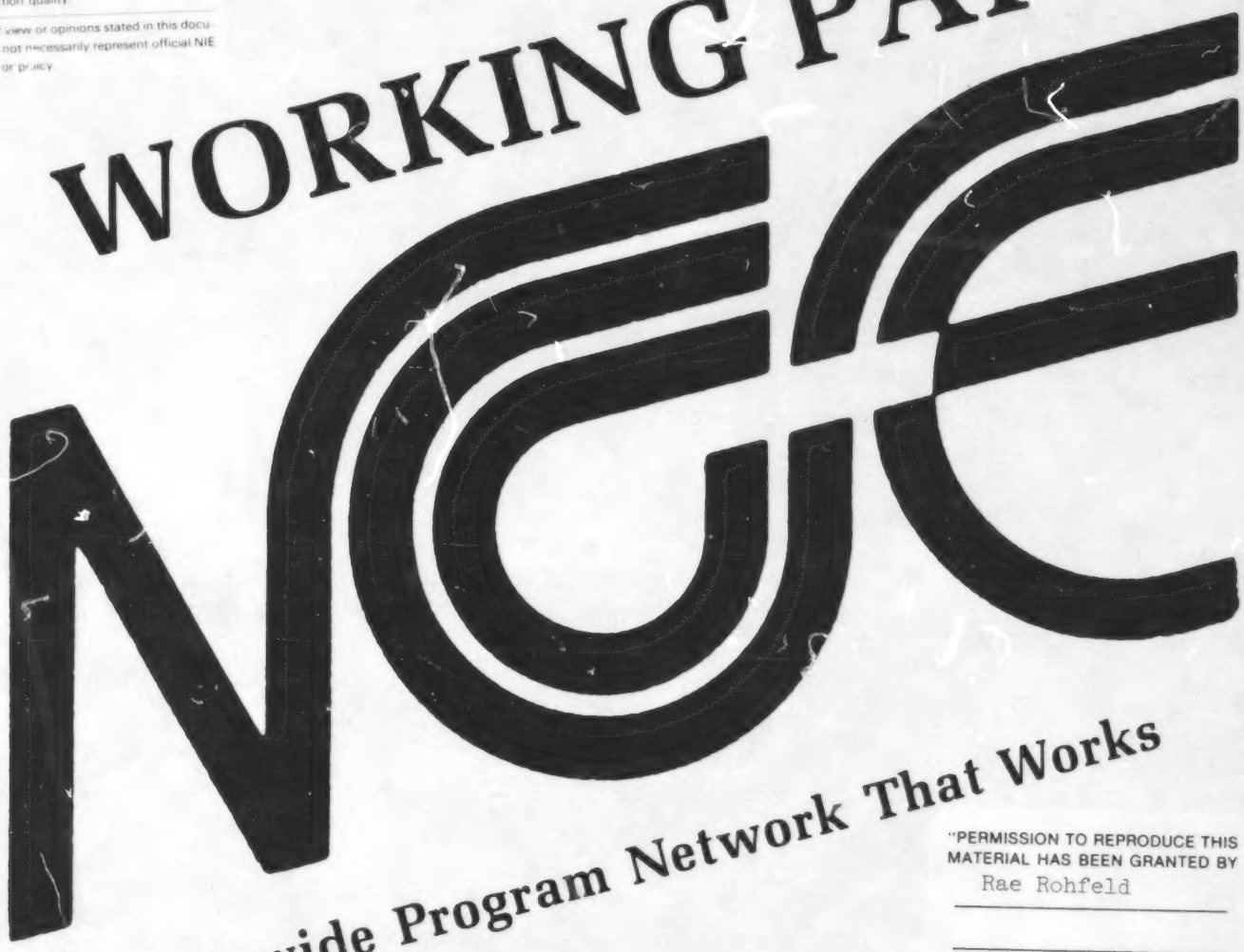

A Statewide Program Network That Works

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JO-ANN W. TERRY
DEAN OF EDUCATIONAL SERVICES
WAYNE COUNTY COMMUNITY COLLEGE

EDITH JACQUES
ASSOCIATE DEAN OF COMMUNITY SERVICES
WASHTENAW COMMUNITY COLLEGE

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NCCSCE *Working Papers* Series

The *Working Papers Series* provides practitioners with information on programs and processes which they may adapt to their own needs. Each previous *Paper* has dealt with a program or service developed at a single institution which illustrated one educational approach to meeting a particular need.

This *Working Paper* presents a collaborative programming process in which the emphasis is on the *process*. Program descriptions serve primarily as illustrations of the process (although each is worthy of a *Paper* in itself). The program network described in this paper is statewide. Others who wish to try similar sharing may wish to begin on a regional basis within a state if a statewide network does not seem feasible. We believe the process which the Michigan community colleges have developed offers possibilities for using resources effectively to maintain high levels of creative programming with limited institutional staffs.

Rae Rohfeld, Ph.D.
NCCSCE Working Papers Editor
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115

Working Paper Authors

Dr. Jo-Ann Terry is Dean of Educational Services at Wayne County Community College in Detroit, Michigan. She is a past President, Vice President and Treasurer of the Michigan Community College Community Services Association (MCCCSA), the 1982 chair of the National Council on Community Services and Continuing Education National Conference, and the Membership Vice President of the American Association of Women in Community and Junior Colleges (AAWCJC).

Dr. Edith Jacques is Associate Dean of Community Services/Continuing Education at Washtenaw Community College, in Ann Arbor, Michigan. She is a member of AAWCJC, AACJC and MCCCSA, chairperson of Outstanding Services Awards for MCCCSA, charter member and chairperson of Washtenaw County Community Education and was co-chair for the 1982 National Council on Community Services and Continuing Education National Conference.

A Statewide Program Network That Works

Jo-Ann W. Terry, and Edith Jacques

The community service/continuing education (CS/CE) departments at Michigan's 29 community colleges have developed a successful network of joint programming. Programs proven successful have been shared—from large, statewide efforts to smaller ones duplicated at two to six sites. From this cooperation, a more formal "linking" program has grown with the goal of sharing and duplicating successful programs across the state.

This sharing has been sponsored through the network of CS/CE professionals in Michigan, formally joined in an association called the Michigan Community College Community Services Association (MCCCSA). The organization has promoted the sharing of resources, first informally, and then formally through its professional development conferences and its program proposal development.

The MCCCSA was founded in 1969 by community services professionals in Michigan to improve communication. [1] At first, meetings were both social and work related. Soon the group became more organized: officers were elected, bylaws adopted, and formal programs sponsored two or three times a year.

Increasingly, programs at MCCCSA meetings were devoted to exchanging program ideas. These were positively received and were built into the annual spring workshop. From the sharing of information, faculty, and proposals, it was an easy step to the development of joint proposals for statewide programming.

Twenty-five of the 29 Michigan community colleges are now active members of the network. MCCCSA meetings include much exchange of successful programs and ideas, course materials, and syllabi.

Educators in many other states ask how Michigan's community and junior colleges can cooperate so fully. In fact, there is little of the competition between schools seen in some other states. Michigan is divided into mutually exclusive community college districts by the state agency. Students pay a higher tuition rate to attend classes outside their own district. And, despite fears that the opening of new campuses might decrease a neighboring community college's enrollment, Michigan educators have not yet found those "fears" realized. Community college enrollment has grown. Good publicity about one school and its programs usually spills over positively to other nearby community colleges. The cooperation between community colleges is modeled at the president's level through their own association, the Michigan Community College Association (MCCA). At the CS/CE level, there is even greater collaboration. In Michigan, the real benefits of such sharing have been experienced, and it is highly recommended to others. If other states find themselves competing due to a lack of "service district" definition, perhaps the first step in working together would be to set up such "districts" where each community college would have non-duplicative jurisdiction for programming. With such boundaries in place, efforts such as MCCCSA's are possible.

This paper outlines some of the major programs which have been developed by the various community colleges. Enough data have been provided to indicate the scope and resources of the programs; however, these programs are only examples of the programming network that exists in Michigan. It is that network itself that is the real subject of this paper.

Adult Foster Care

An opportunity came in 1971 when Michigan's Department of Social Services (DSS) met with representatives of MCCCSA to explore the need for an educational program for operators and owners of adult foster care (AFC) homes. In 1972 Michigan's law was changed and certain populations of adults were "deinstitutionalized" and moved to supervised homes in their communities. Licensing of supervised homes became the responsibility of DSS. The agency had to create standards of operation and a low-cost program to train the many new operators of AFC homes. The Department of Social Services initiated discussions with community colleges about training.

The Department of Social Services and the community colleges established needs and documented appropriate linkages for delivery of services. A committee of MCCCSA members met in the spring of 1974 and wrote a proposal for a statewide program of training in adult foster care. Funding was requested under Title I of the Higher Education Act (HEA) of 1965 through the Michigan Department of Education. Seed money was granted. In the spring of 1975 a group of potential teachers, resource people, and a program coordinator at Wayne County Community College spent many hours planning the curriculum and gathering resources for training. Similar teams were established at other community colleges. Funding through the Title I grant provided a small staff to coordinate the program with DSS. The staff was housed at Wayne County Community College because staff at the College had been involved in the early planning and because the College had made an institutional commitment to the program. MCCCSA agreed to form a consortium of service deliverers to be coordinated by a central fiduciary agent. Wayne County Community College was the first agent; later, Macomb County Community College, Alpena Community College, and then DSS performed that function. After the first Title I seed money, the colleges received Title XX funds from the Health, Education & Welfare Department (now Health and Human Services) under the Social Security Act, with each college contributing in-kind resources for its required 25 percent.

The Adult Foster Care program functioned and grew from 1965 until late 1981. There were starts and stops because funding sources were not always available to provide a smooth transition between program years. Program accomplishments were numerous. Among the most significant were:

- Formal consortia agreements between the 29 community colleges for program delivery.
- Development of 13 different curricula for the training.[2]
- Development of innovative schedules for delivery of the training (from one day sessions to 3-4 hour sessions twice a week).
- Over 260 course sections, serving 4,293 persons, from 1978-79.
  (Up-to-date records are not available for the entire program's duration).

MCCSCA members state that they learned to work more closely together through the development of the AFC program. As a result, members went on to develop smaller programs, involving 3 to 8 community colleges in the delivery of specialized programs. The valuable lessons learned in the AFC program have been used in the creation of other programs. [3]

Aging Consortium

Besides the AFC consortium, Michigan's community colleges formed an aging consortium through MCCCSA. Leadership was provided by Lansing Community College, which prepared the initial proposal and received Title I HEA funding for three years (from 1975-78) to link various colleges providing services and courses to senior citizens. MCCCSA also published a survey of aging programs at Michigan Community Colleges. Delta College collated and printed the survey first in 1975 and in a revised version in 1981. [4]

The primary activities of the aging consortium were staff development, curriculum development, program sharing, advocacy for seniors' programs at the state level, and sharing resources (such as films, suggested speakers, or joint workshops) among the community colleges offering programs for senior citizens.

After this successful aging network was established, several other MCCCSA members received individual grants to support expanded programs for seniors through Title I HEA. The curricula,

training, and resources developed through these grants were shared among the other colleges interested in expanded programming.

Day Care Training

Another successful cooperative program was the Day Care Provider Training Project. The program was undertaken in 1980 to provide training to upgrade and update child care skills of licensed home day care providers. In anticipation of Department of Health, Education & Welfare regulations requiring such training, Michigan's Department of Social Services awarded a grant to Wayne State University's Center for Urban Studies, as the prime contractor. Wayne State University (WSU), in turn, subcontracted with the Family Day Care Council of Michigan, Inc., to initiate the network and delivery system by which the training would be provided across the state. This agency then formed a consortium with Washtenaw Community College (WCC) to provide the training classes, which were to be held in communities located in the counties where the greatest number of home day care providers lived. Washtenaw Community College linked with other community colleges. Some colleges were subcontractors with Washtenaw; others established a joint venture. Through this consortium, WCC provided training in Wastenaw, Oakland, Macomb, Monroe, Jackson and Lenawee counties. One hundred forty-one people trained for CEU's (Continuing Education Units) between summer 1980 and fall 1981. Because the contract required WCC to offer classes in the service areas of other community colleges, WCC contacted each of those colleges by mail to explain that they were operating with a statewide organization. Some community colleges offered their own sites for the classes while others assisted in locating appropriate community facilities. The degree of actual involvement of the various community colleges depended on their joint or separate program contract with WCC. All of the colleges linked together to form the day care training network which WSU worked with through one community college - in this case, Washtenaw, Community College.

Foster Parent Education

The Foster Parent Education program is a fourth example of a statewide program that works. The program was set up by Eastern Michigan University (EMU) in 1974 with a grant from the Center for the Study of Metropolitan Problems, National Institute of Mental Health. This grant sustained the program until 1978. For four years the program was a direct service model to provide educational training for foster parents. It reached more than 1,700 foster parents in 28 counties in Michigan. The program was intended to develop skills which would enable foster parents to fulfill their responsibilities. Another important outcome was that the classes provided a support network for the individual parents.

In 1978, EMU's funding source changed to DSS under Title XX. With this funding , 6,786 foster parents were served from 1978 to 1981. The direct service model was converted to a model which offered the training classes through the CS/CE Departments of 19 community colleges in Michigan. Each college contracted with EMU's Department of Sociology to provide the training classes. The foster parent classes were selected by EMU's Foster Parent Education Project Director from course outlines prepared by project instructors and designed as a response to the concerns of foster parent agency personnel and child welfare professionals.

Licensed foster parents and individuals who had received special orientation and training by the Foster Parent Education Project were hired as community college part-time faculty to teach the classes. Each class followed a 20-hour classroom format and was offered at the sponsoring community college or in other locations in the community. All licensed foster parents in participating community college districts were alerted to the availability of the training classes by mail from EMU's Parent Education Program staff. The colleges registered the participants at the first class session through their usual registration procedures for college credit classes. Standard tuition and student application fees were charged. The foster parents' license numbers and names of their agencies were recorded on registration forms, and under the 1978-81 grant, their tuition was paid by Eastern Michigan University. [5]

Small Business Seminars

Sunrise Seminars are small business seminars developed to train store management personnel in local shopping malls. The Taubman Company, one of the nation's largest owners and developers of

shopping centers, provides funding for the seminars nationwide. At the state level, Taubman through Henry Ford Community College (HFCC), recruits community colleges to subcontract with other colleges to provide training seminars within the service areas of particular colleges in the state. For example, HFCC (as the prime contractor with Taubman) has developed a consortium with Schoolcraft, Macomb, and Washtenaw Community Colleges to provide the training to Taubman Centers in the service areas of those colleges. The curriculum for these seminars combines management theory and principles with the expertise of a college instructor who has experience in the retail business. Classes are given as breakfast seminars in one of the mall restaurants. Each session serves approximately 35 mall store managers and assistant managers from the shopping mall retailers. [6]

Unemployment Conference

Another unique program initially begun by HFCC is a series of free unemployment conferences being held at various community colleges in southeast Michigan. In June 1982 HFCC held a one-day conference for 1,000 unemployed persons. Various community colleges were asked to participate in the conference and joined many social service agencies in hosting booths where information was disseminated and questions answered. Career development and coping with the psychology of unemployment were the central theme. In July the conference was held at a neighboring college—Schoolcraft—and in August at Wayne County Community College. In the following months, Oakland Community College, Macomb County Community College and the downtown campus of Wayne County Community College also hosted these same workshops. These are planned nationwide, with Henry Ford Community College cooperating with local community colleges.

Dr. Sonya Friedman, psychologist and nationally syndicated television personality, provided the initial seed money for the first workshop and has been a keynote speaker at all of the conferences. All the workshop leaders have volunteered their time, many at each conference held.

The evaluations of these conferences have been very positive. Unemployed persons have expressed appreciation for receiving information about vocational training and financial aid, about social services and retraining programs available to them. In addition, many have benefited from the stress reduction, biofeedback, resume writing, and job seeking skills workshops offered at the conferences.

The repetition of these conferences within the same geographic area has not diminished their success. Each workshop has had from 500-1,200 persons in attendance. The staff of HFCC has continued to work with each community college along with some of the conference sponsors. It again has been a sharing of a successful program that has enabled the CS/CE programs in Michigan to provide greater services to their constituents.

Conclusion

The benefits of networking to MCCCSA members have been great. At a conference last year, members tried to specify what they had learned from sharing programs among themselves. Of note was the strong sentiment that duplicating programs for greater impact provided stronger programs. Programs which are duplicated at other institutions bring positive public relations back to the originating college and its staff. Greater access to programs and more participants have usually led to increased funding for these programs or sustained funding for longer periods of time. In addition, duplicating successful programs has meant that busy CS/CE staff could provide more programs with less staff work because there were models that could be followed. Starting up original programs takes much more work than refining or duplicating something that has already been tried.

MCCCSA members also felt that through this access to information, programs had been provided to the individual CS/CE staff members, along with self-generated professional development. Usually once a year, MCCCSA sponsors a "sharing" conference. Staff members who have developed programs present them to the total body. MCCCSA members thus *give* and *receive* new programs at these conferences; both activities involve beneficial training.

Sharing successful programs also highlighted some of the differences as well as similarities between the community colleges. Small business programs went well at most suburban community

colleges but failed to produce good results at the large urban colleges. Despite the good programs and materials, there were too many other organizations in an urban area providing those same services. In other areas, the "successful" community college was nearly the sole source of such programming.

Likewise at some colleges, cultural events were popular and could be successfully offered. At other schools, they could not. Through program exchanging, colleges learned the types of generic programs they could successfully run.

As an outgrowth of this network of formal and informal sharing, "Project Link" was formed by MCCCSA in 1980. Outside funding was sought to support staff and to move the program ahead. While the funding has not been found, the community colleges themselves have made contributions to organize and promote the project. Its purpose is formally stated as:

> To establish a framework with MCCCSA for Michigan's junior and community colleges to coordinate resources, such as programs, faculty, facilities, and consultants for providing low cost and high quality programs.

Its objectives for this past year included:

- To develop an inventory of successful programs, presenters, instructional materials, and promotional materials by October 1982.
- To produce and distribute two copies of an inventory (program) manual to each MCCSCA member instution by January 1983.
- To have a drive-in conference in Lansing (middle of the state) to distribute inventory manuals in January 1983.

MCCCSA allocated funds to cover the labor and printing of the resource manual. It has been printed and disseminated in a three-ring binder, making additions and/or deletions easy. [7]

Project LINK is run by a committee appointed by the MCCCSA president. At present its activities focus on exchanging resources between member institutions, formalizing a process which began with MCCCSA's founding.

Sharing programs has brought about some natural working relationships between colleges. Some colleges that have worked with each other on several programs look forward to doing so on future programs. It becomes an expected process. As staff of various colleges work together on programs, relationships develop through which other information can be shared—job openings, professional development, graduate school training, etc.

MCCSA assisted the National Council on Community Services and Continuing Education (NCCSCE) in hosting its national conference in Detroit in October 1982. The chair of that conference was a past president of MCCCSA.

The president of NCCSCE is also a past MCCCSA president. The planning committee for the conference was composed of CS/CE staff from 13 community colleges. The work on the conference progressed smoothly and rapidly because most of the CS/CE staff had worked together on other projects. Although sponsoring a national conference was not an easy task, the previous working relationships of the planning committee had provided a solid basis for the group to work together.

Cooperative experience, such as occurs in Michigan, can only be recommended to other states. A state-wide association helps. Cooperations among community college staff members is invaluable. Competition diminshes the energy available for primary tasks. Cooperation and sharing strengthen staff work and enrich the colleges programming options. MCE

Notes

[1]This article was part of a workshop presentation at the National Council on Community Services and Continuing Education, Seattle, Washington, October, 1981

[2]The courses included: Administration of Small Homes, Administration of Large & Multiple Homes, Support Staff Orientation, Behavior Management, Care of the Aging, Emergency Health Care, Mental Illness, Mental Retardation, Programs for Aged Residents, Programs for Mentally Ill Residents, Programs for Mentally Retarded Residents, Programming II and Nutrition.

[3] A 50-page report on the AFC project and its history has been published by MCCCSA as a monograph. Copies are available at a cost of $2.00 from: Ms. Patricia Drabant, Wayne County Community College, 801 W. Fort St., Detroit, MI 48226.

[4] For a copy of the monograph "Policies and Programs in Aging Education" contact the Dean of Community Affairs, Delta College University Center, MI 48170.

[5] For more information call, write or visit:

1. Sheila K. Ording, Supervisor
   Social Services Training Division
   Office Unit
   Department of Social Services
   300 South Capital Avenue
   Lansing, MI 48926

2. Jeanette Drew, Ph.D.
   Director, or:
   Frank M. Ehlers, Associate Dean
   Foster Parent Education Program
   Department of Sociology
   Eastern Michigan University
   Ypsilanti, MI 48197
   (313) 487-0182

3. Edith Jacques, Ph.D.
   Associate Dean
   CS/CE
   Washtenaw Community College
   4800 East Huron River Drive
   P. O. Box D-1
   Ann Arbor, MI 48106
   (131) 973-3352

[6] For more details on this program please write or call Dr. Robert Kopecky, Director, Center for New Directions, Henry Ford Community College, 5101 Evergreen Road, Dearborn, MI 48128 (313) 271-2854, or Carla Mandel, Director, Community Services, Washtenaw Community College, 4800 E. Huron River Drive, P. O. Box I-D, Ann Arbor, MI 48106 (313) 973-3493.

[7] A revision is already underway. For more information, contact Patricia Oldt, Chair of the Project Link Committee, at Grand Rapids Junior College, 143 Bostwick, N.E., Grand Rapids, MI 49503, (616) 456-4916.

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